

READING

Standard: the Adult Learner develops and applies reading strategies for the understanding of written materials.

Pre-Literacy

Indicator A: Applies recognition and decoding strategies to pronounce and derive the meaning of words	Indicator B: Applies reading skills to functional and informational text
<ol style="list-style-type: none"> 1. Identifies upper- and lower-case letters 2. Applies phonetic skills 3. Recognizes familiar word patterns 4. Applies picture clues 5. Recognizes basic sight words 	<ol style="list-style-type: none"> 1. Identifies common functional signs, directions, and maps 2. Reads and comprehends short simple sentences

Pre-Literacy Reading Performance Standards

<i>Beginning</i> (occasionally, seldom)	<i>Approaching</i> (sometimes)	<i>Met</i> (often, most of the time)	<i>Exceeds</i> (consistently)
<ul style="list-style-type: none"> • recognizes a few upper and lower case letters and knows a few consonant sounds • demonstrates phonemic awareness of a few initial and final sounds • reads and comprehends up to 50 percent of the words on a Basic Sight Word List 	<ul style="list-style-type: none"> • recognizes many upper and lower case letters and many consonant sounds • shows evidence of using decoding skills (i.e., phonetic, word patterns) to read and understand some new words • reads and comprehends some familiar words and phrases and some short simple sentences on familiar topics • reads and comprehends more than 50 percent but less than 70 percent of the words on a Basic Sight Word List 	<ul style="list-style-type: none"> • often recognizes upper and lower case letters and many consonant sounds • uses phonetic skills to decode and derive the meaning of most single syllable words • applies reading strategies to comprehend many familiar words and most short simple sentences on familiar topics and common functional directions, signs, and maps • reads and comprehends at least 70 percent but less than 90 percent of words on a Basic Sight Word List 	<ul style="list-style-type: none"> • consistently recognizes upper and lower case letters and consonant sounds • uses phonetic skills to decode and derive the meaning of most one and two syllable words • applies reading strategies to comprehend most short sentences on both familiar and unfamiliar topics and functional directions, signs, and maps • reads and comprehends at least 90 percent of the Basic Sight Word List

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ABE I

Indicator A: Applies recognition and decoding strategies to pronounce and derive the meaning of words	Indicator B: Applies reading skills to functional and informational text	Indicator C: Applies reading skills to interpret literary selections
<ol style="list-style-type: none"> 1. Recognizes basic word patterns, antonyms, and synonyms 2. Applies syllabication 	<ol style="list-style-type: none"> 1. Follows single step directions 2. Draws conclusions 3. Identifies the relevant facts 4. Sequences events, actions, and behaviors 	<ol style="list-style-type: none"> 1. Comprehends the meaning of literary selections and makes connections between the text and his/her own experiences 2. Describes the story elements of plot, setting, and characters, including the beginnings, middles and endings of reading selections 3. Identifies the theme in reading selections

ABE I Reading Performance Standards

<i>Beginning</i> (<i>occasionally, seldom</i>)	<i>Approaching</i> (<i>sometimes</i>)	<i>Met</i> (<i>often, most of the time</i>)	<i>Exceeds</i> (<i>consistently</i>)
<ul style="list-style-type: none"> • knows and applies a few word patterns and context clues to sporadically derive the meaning of new words • comprehends a few simple and compound sentences in single or linking paragraphs and demonstrates such comprehension by pin-pointing answers in text • on occasion is able to identify the basic facts and ideas in what he/she has read 	<ul style="list-style-type: none"> • uses phonics, structural analysis, syllabification and word parts to derive the meaning of some new words and applies this knowledge for fluent oral and silent reading • sometimes is able to identify the basic facts and sequence events, actions, and behaviors in simple functional and informational texts • is able to interpret many single step directions and common schedules, signs and maps • fills out most simple forms but needs support on completing more complex ones • comprehends the meaning of some short stories and narrative passages and can make some obvious connections between the text and personal experiences 	<ul style="list-style-type: none"> • uses phonics, structural analysis, syllabification, word parts and patterns to derive the meaning of many new words and applies this knowledge for fluent oral and silent reading • uses knowledge of antonyms and synonyms to determine the meaning of many words and phrases • often is able to identify the basic facts and sequence events, actions, and behaviors in simple functional and informational texts • consistently is able to interpret single step directions and many common schedules, signs and maps • often is able to draw appropriate and relevant conclusions from functional and informational text • comprehends the meaning of many short stories and narrative passages and can make some obvious connections between the text and personal experiences • often identifies and describes the story elements of plot, setting, theme, and characters, including the beginnings, middles and endings of short stories and other simple literary selections 	<ul style="list-style-type: none"> • knows and uses simple word families and basic word patterns, including some suffixes and prefixes to decode most new words encountered when reading • applies knowledge of antonyms, synonyms, homophones and homographs to decode many unfamiliar words • consistently is able to identify the basic facts and ideas in simple functional and informational texts and sequence events, actions, and behaviors in simple functional and informational texts • consistently draws appropriate and relevant conclusions from functional and informational text • often is able to extract significant information about topics in a reading selection • consistently describes the plot, setting and characters in literary selections • often identifies themes in literary selections in fictional and non-fictional works, and relates them to prior experiences or the experiences of others

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ABE II

Indicator A: Applies recognition and decoding strategies to pronounce and derive the meaning of words	Indicator B: Applies reading skills to functional and informational text	Indicator C: Applies reading skills to interpret literary selections
<ol style="list-style-type: none"> 1. Recognizes homophones and homographs 2. Applies context clues 3. Knows and uses structural analysis 	<ol style="list-style-type: none"> 1. Follows multiple step directions 2. Summarizes the main ideas and supporting details 3. Identifies the author's main purpose 4. Makes predictions about events, actions, and behaviors 5. Identifies cause and effect relationships 6. Reads and interprets charts, graphs, and labels and simple authentic materials found in the community or workplace 7. Applies skimming and scanning reading strategies to locate information and determine the main idea in print and graphic material 	<ol style="list-style-type: none"> 1. Determines the underlying theme or author's message and relates them to prior experiences or the experiences of others 2. Identifies the historical and cultural perspectives in reading selections

ABE II Reading Performance Standards

<i>Beginning</i> (<i>occasionally, seldom</i>)	<i>Approaching</i> (<i>sometimes</i>)	<i>Met</i> (<i>often; most of the time</i>)	<i>Exceeds</i> (<i>consistently</i>)
<ul style="list-style-type: none"> • uses phonics, structural analysis, syllabification and word parts to derive the meaning of a few new words • often is able to identify the basic facts in simple functional and informational texts yet only on occasion is able to summarize the main ideas and supporting details of simple functional and informational texts • is able to interpret a few multi-step directions • often describes the story elements of plot, setting and characters and sometimes is 	<ul style="list-style-type: none"> • uses phonics, structural analysis, syllabification and word parts to derive the meaning of some new words • is able to interpret and follow some multiple step directions • sometimes is able to identify the basic facts, sequence events and summarize the main ideas and supporting details in simple functional and informational texts • sometimes is able to interpret multi-step directions, schedules, signs and maps • fills out most simple forms but needs support on completing more complex ones 	<ul style="list-style-type: none"> • knows and uses complex word families, suffixes, and prefixes to decode many unfamiliar words • uses knowledge of antonyms, synonyms, homophones and homographs, and context to determine the meaning of many words and phrases • is able to interpret and follow most multiple step directions • often is able to identify cause and effect relationships and author's main purpose in expository text • often is able to summarize main idea and supporting details in expository text 	<ul style="list-style-type: none"> • knows and uses complex word families, suffixes and prefixes to decode most new words encountered when reading • applies knowledge of antonyms, synonyms, homophones and homographs to decode the meaning of most unfamiliar words and phrases • monitors texts for unknown words and consistently determines their meaning using sentence and word context to find meaning • reads and interprets most uncomplicated charts, graphs, and labels and simple authentic materials found in the community or workplace if familiar with the topic

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<p>able to relate them to prior experiences or the experiences of others</p>	<ul style="list-style-type: none"> • is able to describe the plot, setting and characters in many literary selections and identifies themes and basic historical and cultural perspectives in some literary selections • comprehends the meaning of some short stories and narrative passages and can make some obvious connections between the text and his/her own experiences 	<ul style="list-style-type: none"> • often is able to scan print and graphic material to locate items of information • reads and interprets many uncomplicated charts, graphs, and labels and can interpret some authentic material found in the community or workplace if familiar with the topic • often is able to skim print and graphic material to determine the main idea and develop an initial personal reaction • comprehends the meaning of many short stories and narrative passages and is able to state personal reactions to text • often recalls major points in text and makes and revises predictions about coming information • is able to describe the plot, setting and characters and determine the underlying theme or author's message in most fictional and non-fictional works, and relate them to prior experiences or the experiences of others • identifies themes and basic historical and cultural perspectives in many literary selections 	<ul style="list-style-type: none"> • consistently distinguishes between cause and effect and main idea and supporting details in expository text • consistently extracts appropriate and significant information from text, including problems and solutions • consistently determines the author's main purpose, as well as generalizes about topics in most reading selections • explains main ideas and concepts presented in texts, often identifying and assessing evidence that supports those ideas • consistently describes, with some analysis, the plot, setting and characters in literary selections • explains how a work of literature is related to the themes, culture, and issues of its historical period
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ABE III

Indicator A: Applies recognition and decoding strategies to pronounce and derive the meaning of words	Indicator B: Applies reading skills to interpret functional and informational text (e.g., consumer information, newspapers, civics documents, science publications)	Indicator C: Applies reading skills to interpret literary selections
<ol style="list-style-type: none"> 1. Identifies the meaning of root words 2. Identifies the meaning of prefixes 3. Identifies the meaning of suffixes 4. Applies context clues to confirm meaning of figurative, idiomatic and technical words 5. Recognizes the meaning of word origins 	<ol style="list-style-type: none"> 1. Identifies the main idea, critical details, and author's point of view and relates them to other sources, real life, and related topics 2. Summarizes the text in chronological, spatial, or logical order 3. Distinguishes facts from opinions 4. Makes inferences about the author's purpose and perspective 6. Supports conclusions with convincing textual evidence 	<ol style="list-style-type: none"> 1. Makes defensible inferences about the events, setting, mood, plot, characters and meaning of the reading selections, including how they are presented by different authors 2. Identifies literary devices that define a writer's style with emphasis on the use of figurative language 3. Explains how an author's life and time are reflected in his or her work 4. Compares versions of traditional or contemporary literature from different cultures for similarities and differences related to themes or characters 5. Describes the literary elements and characteristics of fiction, nonfiction, drama, and poetry

ABE III Reading Performance Standards

<i>Beginning</i> (<i>occasionally, seldom</i>)	<i>Approaching</i> (<i>sometimes</i>)	<i>Met</i> (<i>often; most of the time</i>)	<i>Exceeds</i> (<i>consistently</i>)
<ul style="list-style-type: none"> • applies structural analysis and context clues to derive the meaning of many unfamiliar words • often is able to identify and summarize the main points and details of functional and informational text • sometimes identifies author's purpose, perspective and point of view in a few text selections • often interprets actions required to follow specific written directions and is sometimes able to complete such reading tasks related to life roles as filling out medical forms, order forms 	<ul style="list-style-type: none"> • derives meaning of some new vocabulary by using word origins and word relationships. • sometimes is able to predict outcomes, make inferences about the author's purpose and perspective, and support conclusions about functional and informational text • consistently interprets actions required to follow specific written directions • often is able to complete such reading tasks related to life roles as filling out medical forms, order forms and job applications 	<ul style="list-style-type: none"> • applies knowledge of word recognition strategies (word origins, roots, prefixes, and suffixes) to determine the meaning of many unfamiliar and technical words with high accuracy • applies context clues to confirm the meaning of many figurative, idiomatic, and technical words • reads and comprehends many authentic materials found in the community or workplace on everyday subjects, and effectively interprets many routine charts, graphs and tables • often is able to summarize text in 	<ul style="list-style-type: none"> • applies knowledge of word recognition strategies (word origins, roots, prefixes, and suffixes) to determine the meaning of most unfamiliar and technical words with high accuracy • applies context clues to confirm the meaning of most figurative, idiomatic, and technical words • consistently reads and comprehends authentic materials found in the community or workplace on everyday subjects, and effectively interprets most routine charts, graphs and tables • consistently draws conclusions or generalizations about text and is able to

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<p>and job applications</p> <ul style="list-style-type: none"> occasionally distinguishes fact from opinion in functional and information text makes some minimal inferences about and compares and contrasts information from familiar literary selections, including at times how plots, settings and characters are presented by different authors 	<ul style="list-style-type: none"> demonstrates an understanding of the text as a whole and sometimes is able to draw parallels to real life and related topics draws minimal conclusions about text and supports them with some textual evidence sometimes is able to summarize text in chronological, spatial or logical order makes some defensible inferences about events, setting, characters compares and contrasts some of the basic literary elements of familiar literary selections, including how plots, settings and characters are presented by different authors 	<p>chronological, spatial, or logical order</p> <ul style="list-style-type: none"> consistently distinguishes fact from opinion in text consistently draws conclusions or generalizations about text and often is able to support them with convincing textual evidence and experience often is able to identify the main ideas, critical details, and author's point of view and draws parallels to other sources, real life and related topics often is able to draw inferences about the author's purpose, perspective, and/or point of view and connects and clarifies main ideas and concepts often is able to compare and contrast the basic literary elements of unfamiliar literary selections, including how plots, settings, mood, and characters are presented by different authors often gains meaning from both literal and inferential information in unfamiliar literary texts often is able to identify and define the presence of figurative language in literary works, including simile, metaphor, hyperbole and personification often is able to explain how an author's life and time are reflected in his or her work often is able to compare and contrast versions of traditional or contemporary literature from different cultures for similarities and differences related to themes or characters identifies and describes many characteristics of non-fiction, fiction, drama and poetry as forms chosen by an author for a literary purpose 	<p>support them with convincing textual evidence and experience</p> <ul style="list-style-type: none"> consistently is able to summarize text in chronological, spatial, or logical order distinguishes among facts, supported inferences and opinions in some text selections consistently connects and clarifies main ideas, critical ideas, and concepts and draws parallels to other sources, real life and related topics describes and connects the essential ideas, arguments and perspectives of text and supports those assertions with elaborated and convincing textual evidence describes the function and effect of key literary devices such as imagery and symbolism in most fiction, nonfiction, and poetry selections interprets descriptive passages from literary text and summarizes meanings from unfamiliar topics or text using more complex language structures evaluates how the writer uses literary devices to create events, setting, mood, plot and characters in unfamiliar literary selections explains the distinct historical and cultural influences on the text and how a work of literature reflects the life and time of its author consistently is able to compare and contrast versions of traditional or contemporary literature from different cultures for similarities and differences related to themes or characters identifies and describes most characteristics of non-fiction, fiction, drama and poetry as forms chosen by an author for a literary purpose
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READING

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ASE I/GED

Indicator A: Applies recognition and decoding strategies to pronounce and derive the meaning of words	Indicator B: Applies reading skills to interpret and evaluate functional and informational text	Indicator C: Applies reading skills to interpret literary selections drawn from American and world literature
<ol style="list-style-type: none"> 1. Distinguishes between the denotative and connotative meanings of words and explains "shades of meaning" for related words 2. Infers the meaning of words from context clues and word relationships, including idioms, analogies, metaphors, allusions, similes, and derivations 	<ol style="list-style-type: none"> 1. Describes the thesis or point of view of a selection 2. Extracts critical details and extends the ideas in the reading selection 3. Distinguishes a conclusion from supporting statements 4. Distinguishes among facts, supported inferences, and opinions 5. Makes useful connections to other topics and extends ideas presented in text 6. Recognizes the role that values play in the beliefs and perspectives of authors 7. Evaluates the logic and clarity of many functional documents 8. Assesses the accuracy and reliability of facts as determined by documentation or proof 	<ol style="list-style-type: none"> 9. Evaluates the influence of culture, ethnicity, and historical eras on the themes, supporting the inferences with evidence from the selection

ASE I/GED Reading Performance Standards

<i>Beginning</i> (<i>occasionally, seldom</i>)	<i>Approaching</i> (<i>sometimes</i>)	<i>Met</i> (<i>often; most of the time</i>)	<i>Exceeds</i> (<i>consistently</i>)
<ul style="list-style-type: none"> • infers a few word meanings through identification and explanation of analogies, other word relationships, and descriptive and figurative language • interprets and analyzes some charts, graphs and tables from expository texts on unfamiliar topics • often identifies the main ideas and critical details of expository text and on occasion can extend the ideas by drawing parallels to 	<ul style="list-style-type: none"> • infers some word meanings through identification and explanation of analogies, other word relationships, and descriptive and figurative language • demonstrates an overall understanding and makes some interpretations of selected informational and literary selections • develops opinions about expository text and sometimes can extend the ideas by making inferences and connections, 	<ul style="list-style-type: none"> • infers the meaning of many words from context clues and word relationships, including idioms, analogies metaphors, allusions, similes and derivations • understands and explains "shades of meaning" for many related words • distinguishes between the denotative and connotative meanings of many words and often is able to interpret the connotative power of words • distinguishes among facts, supported inferences, and opinions in many functional and informational reading 	<ul style="list-style-type: none"> • consistently infers the meaning of words from context clues and word relationships, including idioms, analogies metaphors, allusions, similes and derivations • consistently understands and explains "shades of meaning" for related words • distinguishes between the denotative and connotative meanings of many words and consistently is able to interpret the connotative power of words

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<p>other sources, real life and related topics</p> <ul style="list-style-type: none"> draws conclusions or generalizations about text and is able to support them with some convincing textual evidence and experience draws some inferences about the theme of a literary selection and understands that the theme of a selection represents a view or comment on life 	<p>drawing conclusions and relating ideas in the text to their personal experiences</p> <ul style="list-style-type: none"> sometimes is able to identify the role values play in the beliefs and perspectives of authors is able to explain how culture, ethnicity, and historical eras are represented in some literary texts draws logical inferences about the theme of many literary selections and sometimes is able to explain how the theme of a selection represents a view or comment on life often is able to identify and define the presence of figurative language in literary works (simile, metaphor, hyperbole and personification) and occasionally is able support a judgment about the effectiveness of the elements of an author's style 	<p>selections</p> <ul style="list-style-type: none"> often is able to develop supported opinions about the thesis or point of view of expository text and identifies and relates aspects of text to its overall meaning often is able to identify the role values play in the beliefs and perspectives of authors evaluates the logic of many functional documents such as the sequencing and relevancy of information and procedures, anticipation of possible reader misunderstandings and their visual appeal often is able to assess the adequacy, accuracy and reliability of an author's facts to support claims and assertions often is able to evaluate the influence of culture, ethnicity, and historical eras on the themes, including how the theme or meaning of a selection represents a view or comment on life, using convincing textual evidence to support the claims makes many defensible inferences about the interactions between main and subordinate characters in literary text (e.g., conflicts, motivations, relationships and influences) and how they affect the events and plot often is able to evaluate the relevance of setting (place, time and customs) to the mood, tone and meaning of text using textual evidence to support the claims identifies many significant literary devices that define a writer's style such as metaphor, symbolism, dialect and irony, and uses those elements to interpret the work 	<ul style="list-style-type: none"> consistently is able to develop supported opinions about the thesis or point of view of expository text and identifies and relates aspects of text to its overall meaning evaluates the accuracy and reliability of the facts, hypotheses, conclusions, and related evidence, and the fallacy or logic in the arguments presented consistently is able to identify the role values play in the beliefs and perspectives of authors reads, interprets and integrates information from a wide range of texts, charts and graphs responds to classic and contemporary American and world literature selections which include inferential as well as literal information, generally giving responses that are thorough, thoughtful and extensive consistently is also able to analyze the author's use of literary devices evaluates how such literary elements as point of view, tone, voice, characterization and irony are used for specific purposes consistently is able to analyze how a work of literature is related to the themes and issues of its historical period
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ASE II

Indicator A: Applies recognition and decoding strategies to pronounce and derive the meaning of words	Indicator B: Applies reading skills to interpret and evaluate functional and informational text	Indicator C: Applies reading skills to interpret literacy selections drawn from American and world literature
<ol style="list-style-type: none"> 1. Identifies and uses idioms and the literal and figurative meanings of words in speaking and writing 2. Uses knowledge of Greek, Anglo-Saxon and Latin roots to understand content area vocabulary words 	<ol style="list-style-type: none"> 1. Recognizes unstated assumptions, extracts critical details, and extends the information from the text 2. Evaluates technical journals or workplace documents for purpose, organizational pattern, clarity, and relevancy of information 3. Describes and connects the essential ideas, arguments, and perspectives of text 4. Assesses the adequacy or appropriateness of data to substantiate hypotheses, conclusions, or generalizations 5. Evaluates the author's use of bias and use of persuasive strategies to elicit a desired response from the reader 6. Identifies logical fallacies in arguments 	<ol style="list-style-type: none"> 1. Evaluates the structural elements of plot 2. Compares and contrasts the motivations and reactions of literary characters from different eras and cultures confronting similar situations or conflicts 3. Analyzes how a work of literature reflects the heritage, traditions, attitudes and beliefs of its author and/or times 4. Analyzes how an author's choice of words appeals to the senses, suggests mood, and sets tone 5. Compares works that express a universal theme, often providing credible evidence to support his/her ideas

Performance Standards on next pages (10-11)

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ASE II Reading Performance Standards

<i>Beginning</i> (<i>occasionally, seldom</i>)	<i>Approaching</i> (<i>sometimes</i>)	<i>Met</i> (<i>often; most of the time</i>)	<i>Exceeds</i> (<i>consistently</i>)
<ul style="list-style-type: none"> identifies and uses idioms and the literal and figurative meanings of a few words in speaking and writing uses knowledge of Greek, Anglo-Saxon and Latin roots to understand a few content area vocabulary words on occasion is able to assess the adequacy, accuracy and appropriateness of an author's facts to support claims and assertions, noting instances of bias and stereotyping (e.g., facts, illustrations, anecdotes, quotations and imagery) develops opinions about expository text and on occasion is able to describe and connect the essential ideas and perspectives of text and support those assertions with textual evidence 	<ul style="list-style-type: none"> identifies and uses idioms and the literal and figurative meanings of some words in speaking and writing uses knowledge of Greek, Anglo-Saxon and Latin roots to understand some content area vocabulary words sometimes is able to assess the adequacy, accuracy and appropriateness of an author's facts to support claims and assertions, noting instances of bias and stereotyping (e.g., facts, illustrations, anecdotes, quotations and imagery) develops opinions about expository text and sometimes is able to describe and connect the essential ideas, arguments and perspectives of text and support those assertions with textual evidence sometimes is able to note instances of unsupported inferences, fallacious reasoning and persuasive and propaganda techniques in text evaluates the coherence and logic of many technical journals or workplace documents sometimes is able to compare and contrast themes, motivations and reactions of literary characters from different historical eras and cultures confronting similar 	<ul style="list-style-type: none"> identifies and uses idioms and the literal and figurative meanings of many words in speaking and writing uses knowledge of Greek, Anglo-Saxon and Latin roots to understand many content area vocabulary words develops opinions about expository text and often is able to clearly and concisely describe and connect the essential ideas, arguments and perspectives of text and support those assertions with convincing textual evidence analyzes the meaning of many selected periodicals and other library references and supports the analyses with specific examples from the text often is able to recognize unstated assumptions, extract critical details, and extend the information from the text by relating it to his or her experiences and to the world evaluates the coherence, logic, internal consistency and organizational patterns of many technical journals or workplace documents often is able to assess the adequacy, accuracy and appropriateness of an author's facts to support claims and assertions, noting instances of bias and stereotyping (e.g., facts, 	<ul style="list-style-type: none"> identifies and uses idioms and the literal and figurative meanings of most words in speaking and writing consistently uses knowledge of Greek, Anglo-Saxon and Latin roots to understand many content area vocabulary words applies a wide range of comprehension, application, analytical and evaluative reading strategies to interpret selected informational text and some professional journals evaluates the credibility and comprehensiveness of evidence and related generalizations that comprise an author's presentation of an argument or defense of a claim, including how a writer's intent may affect text credibility, structure and tone (e.g., professional journals, editorials, political speeches, primary source material) consistently is able to recognize unstated assumptions, extract critical details, and extend the information from the text by relating it to his or her experiences and to the world consistently evaluates the coherence, logic, internal consistency and organizational patterns of technical journals or workplace documents

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	<p>situations or conflicts (e.g., man vs. nature; freedom and responsibility; individual and the society)</p> <ul style="list-style-type: none"> • sometimes is able to analyze how an author's choice of words appeals to the senses, suggests mood, and sets tone 	<p>illustrations, anecdotes, quotations and imagery)</p> <ul style="list-style-type: none"> • identifies the logical fallacies in many arguments • evaluates many of the structural elements of the plot (e.g., subplots, parallel episodes, climax), its development and how and whether conflicts are addressed and resolved • compares works that express a universal theme, often providing credible evidence to support their ideas • often is able to explain the distinct historical and cultural influences of the text and how a work of literature reflects the heritage, traditions, attitudes and beliefs of its author • often is able to compare and contrast themes, motivations and reactions of literary characters from different historical eras and cultures confronting similar situations or conflicts (e.g., man vs. nature; freedom and responsibility; individual and the society) • often is able to analyze how an author's choice of words appeals to the senses, suggests mood, and sets tone • describes themes and ideas contained within many literary selections from a range of American and world literature 	<ul style="list-style-type: none"> • extends ideas presented in primary or secondary sources through original analysis, evaluation and elaboration • describes abstract themes and ideas contained within complex literary selections from a range of American and world literature • relates literary works and authors to major themes and issues of their eras • analyzes the philosophical, political, religious, ethical and social influences that have shaped authors' development of characters, plots and settings
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